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Report on 2005 Goals

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**DeWitt Wallace Library
MACALESTER COLLEGE
Report on Library Goals – 2005**

Overview of Library Goals

The staff of the Library made good progress on all the goals for 2005. Despite significant staffing and organizational changes, we were able to see complete implementation or significant progress in all areas that we identified in January 2005. We also added one significant task, the outside review of Collection Management team by R2 Consulting. This review was not part of our original goals for 2005, but has had a major impact on the Library. As a result of this review, we have been able to evaluate our staffing needs and make adjustments in permanent staff positions. More details on these changes will be found below.

The Library goals for 2005 were focused on the overall collection, services, and new initiatives that take advantage of emerging technologies that will enhance our ability to provide access to our collections for the Macalester community. Emphasis for 2005 was on improving service quality at our service desks, while also addressing issues on managing our collections. In addition to weeding our print collection, we have begun developing a plan to manage our digital collections. We initiated more assessment in 2005 in order to prepare a new strategic plan for 2006-2009.

The Library completed a three year strategic plan in 2004 and in 2005 began to assess how and if to prepare a new strategic plan. It was decided to develop a new strategic plan for 2006-2010 based on the President's strategic imperatives and a final plan was completed in February 2006. The 2005 goals were to be an interim step, and as per usual, these goals were in addition to the day-to-day programs, services, and resources the library provides. We also tried to keep our goals manageable in relation to the three major college initiatives and projects that we anticipated would have an impact on our work in 2005 and potentially lead to the development of additional goals during the academic year. The initiatives were:

- Curriculum renewal
- Preparation for Accreditation review in 2006
- Planning and implementation of a new administrative system campus wide

With the above initiatives and projects in mind, the library focused on the following goals which were used to help formulate our individual personal performance strategies for 2005.

Collection Management

Develop and implement a plan for weeding the collection [Angi, Coordinator; Liaisons, Suphachai] A weeding plan was developed and successfully implemented. The Curriculum lab was deaccessioned and closed and the weeding of the Wood Collection was begun. Our plan for weeding determined that 2nd and multiple copies would be the first items to be weeded. A contract was established with Better World Books to handle weeded materials as well as donated materials deemed inappropriate for the collection. Over 1500 volumes were identified in the periodicals bound collection and sent to the MLAC storage facility. In addition to reviewing the print collection, a systematic review of E-Resources was begun in the Fall of 2005. The group continued to meet during January 2006 to identify electronic resources that should be retained, versus those that could be discontinued. The group also identified new resources that should be considered for purchase, depending on budget limitations.

Develop and implement a plan for managing campus digital content including exploring the development of an institutional repository [Terri, Coordinator; task force of Angi, Dave, Janet, Katy, Ron, Sara, + IS members] A task force was formed in February of 2005 that included members of the Information Services departments: CIT, Library, and Media Services. In reviewing different commercial resources for possible testing, we agreed to begin our efforts with DigitalCommons by ProQuest. In May 2005, we signed a license with DigitalCommons, a web-based product hosted by Proquest to utilize as our testing ground for an institutional repository. Macalester joined four other Oberlin institutions when it implemented DigitalCommons@Macalester and eventually when several more institutions joined, the project became LASR (Liberal Arts Scholarly Repository). The Digital Assets Management task force targeted Honors Papers for 2005 as our pilot project. A plan was prepared and shared with Provost Dan Hornbach along with other senior staff in April. Our project began by posting selected Honors papers from 2005. The papers were selected by department faculty. In the Fall of 2005, we began publishing the Macalester Journal of Philosophy, a student publication, in the Digital Commons. We have entered the content for the issues published in 2004 and 2005 and are working with the Philosophy Department to prepare for 2006. An

additional project has been to post award winning economics papers in the Fall of 2005. In 2006 we will be working with Academic Programs to post Honors projects

Learn and implement the use of LibData software program to manage library web-based guides [Ron, Coordinator; Leslie, Beth, Mary Lou, and Sara] We had a very successful implementation of LibData. With the assistance of Rabin Bajracharya, programmer in CIT, the program was successfully installed and modifications to the software program were made. Ron led the task force which developed a plan and identified format and inputting standards for library guides. After initial training, all librarians were able to input data and as a result, all course guides produced for Fall 2005 utilized LibData. We have continued to explore additional uses for LibData including generating library content web pages. This was a terrific example of a very successful team effort.

Convert serial holdings records to Marc 21 [Katy, Mary Lou, Chris, Laura, and Carol] All serial holdings records were converted to Marc 21 by the end of the year.

Improve access to our collections through the campus website [Sara, Coordinator] We have made some limited progress on the goals below. We have been using Moodle to provide a place for minutes and reports for the Information Fluency and Digital Assets Management groups. We did migrate to SFX version 3 and converted our serials title list from Serials Solution to the the SFX A-Z list. This was done to eliminate unnecessary duplication of services, and it saved us some money.

Regarding other projects:

- ***Moodle - explore means of integrating library resources into Moodle [Web WG]***
Links within individual Moodle courses were established to connect e-reserves for every course. In addition, course guides prepared by librarians were linked from individual courses from within Moodle.
- ***Explore Moodle as a means of disseminating library instruction modules [Elias, Beth, SEWG]***
Elias completed a CLICnet module within Moodle. SEWG (Student Employment Working Group) developed tutorial expertise using Captivate software to create student employment training modules.
- ***Collaborate with the AIA's for implementation of Moodle [Sara, Beth]***
Several staff (nearly all liaisons) have volunteered for and participated in faculty Moodle training sessions.
- ***Populate library web pages with links to LESTER [Leslie, Coordinator; Web WG]***
We have a reference to LESTER on the acquisitions page, but the Web Working group is exploring how to further integrate with the library website. We also reviewed the library policies and have begun posting public policies on the library site and staff policies on the staff intranet.

Communication/Outreach

Continue to make improvements in Liaison program and use of library representatives to improve dissemination of information about library services, collections, and projects [Angi, Coord.; Liaisons, Cathy] 2005 was the second complete year of the Liaison program. All liaisons had contacts with their library reps during the year. Many have worked with departments on collection development issues in addition to library instruction. Joint sessions for library representatives and library liaisons was held in the Spring and Fall. In the Fall, policies and procedures for library reps were developed and circulated. A major focus for this year was to have departments spend their allocations by March 1 with stipulated goals for December 1 and February 1 and almost all departments reached Dec. 1 spending goal. In 2006, due to staffing changes, we will be doing a realignment of Liaison assignments.

Implement proposals to improve communication with CIT. The library hosted a St. Patrick's Day party in the Spring and a potluck in the Fall. Both events seemed successful. Sara has also included library staff members for the Tuesdays Heads Up meetings. Angi and Dave have also been attending those meetings regularly.

Review meeting schedule – set up task force to review staff meeting calendar [Terri, Coord; Beth, Jacki, Chris, Sara] Did not get to this; although we have tried to adjust meeting schedules so that groups could meet on the same day and overlap some meetings. We implemented Thursday "Timeout@ 3" as a time to informally gather and talk work-related issues. We plan to evaluate our working groups and organization during 2006.

Improve use of calendars to avoid unnecessary duplication, but also ensure that essential information is shared. Calendars continue to be a challenge. Currently, almost all staff now use Corporate Time. Although it has not been required, it has been found that scheduling meetings has become much easier with the use of CT.

Annual staff orientation (Fall) – review of what everyone needs to know [STDWG] The Staff Professional Development working group developed a checklist of items and then held a session in the Fall to cover all the materials.

Develop plan for better use of display and marketing spaces [OWG] This was an outgrowth of reviewing the book, *Creating A Customer Driven Library*. Based on our discussions we completed the following:

- Purchased a kiosk for main entry for displaying current materials and promoting speakers on campus
- Added a welcoming banner in the Fall, “Join the Conversation”

Library/Vision of Future

Information Fluency Program [Terri, Coord.; InfoFluency Task Force] Progress was made on all goals associated with Information Fluency. Our progress on the goals is as follows:

- ***To continue to work with EPAG, Library representatives, and the campus community*** We were successful in our efforts to have a requirement for first year courses that now includes a library component.
- ***To further develop module proposal for first year courses [Beth, IFTF]*** The IFTF discussed and prepared topics for potential modules to be used in the First Year seminars. In addition to the IFTF, the library Instruction Working group met to further refine the content of the Library I and Library II module. We developed one “required” module (Library I) and 6 “optional” modules (including the two videos on Classroom Discussions and Oral Presentations. IS Orientation was considered a separate module covering computing and library basics. *Separate summaries of the Modules and Orientation changes are attached.*
- ***Element K Implementation [TA team, IF Task Force, User Education Group]*** During fall semester, the InfoServices User Education group rolled out this product by targeting specific existing constituencies/groups on campus which they felt would benefit from this resource. These groups included the Academic Office Professionals (office support staff in academic depts) and the ITS Campus Computing User Group (staff from across campus who meet routinely to discuss computing issues). ElementK was well-received by both groups. The product was also used to support training of student staff in the library lab, computing help desk and the HRC. The User Education group also talked with staff from the Career Development Center and the Human Resources Office about forming partnerships with these offices to make ElementK available to newly hired staff needing to improve specific computing skills and to graduating seniors who may want to hone specific computing skills as they prepare for their job search. By December 2005, we had 38 registered users who had completed 62 hours of online training on topics ranging from general operating system overview to Microsoft Office applications such as Excel and Word to web design and graphics software applications such as Dreamweaver, Photoshop and InDesign.
- ***In addition to the goals outlined above we also had the following accomplishments:***
 - Transformation of the College Library Workshop - CIC (Council of Independent Colleges) Terri attended a CIC workshop with the Provost and Director for the Center for Scholarship and Teaching on “Transformation of the College Library” which addressed information literacy issues. Although we also prepared a plan, due to other changes that took place in the Fall we haven’t been able to complete the follow up for that workshop.
 - FYILLA - Macalester participated in the development and implementation of a web-based survey for First Year students on information fluency. FYILLAA - First Year Information Literacy Liberal Arts Assessment was a project that allowed four colleges (Grinnell, Macalester, St. Olaf, Carleton) to develop a survey with a MITC (Midwest Instructional Technology Center) grant that was implemented in fall 2005 by all eight participating colleges. Our main goals were to develop a survey that addressed the interests of liberal arts colleges, provided comparison data, and that kept the cost low. The survey questions were created by a group of faculty, librarians, IT staff, and institutional research staff.

- “Librarians as Change Agents”. Beth, Jean, and Terri have co-authored a chapter for a forthcoming publication on information literacy and the first year experience.

Obtain funding for an architectural review of library spaces to include Harmon Room and Instructional Spaces [g:/ISstaff/infofluency/spaceplanning/librarylearningspaces.doc] We had to postpone in order to use the funds to pay for a consultant to come in and review Collection Management work processes, but we have been approved for funds for 2006-07.

Review library Food Policy [PWG & OWG]. This is in process.

Identify a strategic framework for further library development using the previous strategic plan, the ACRL standards and our assessment reports [Leadership Team] A new strategic plan outlining a direction for the library up to 2010 has been prepared and is available on the Staff Intranet.

<http://www.maclester.edu/library/staffintranet/library/documents/strategicplanfinal2006.pdf>

Service

Develop a plan by looking at our vision and mission of library, role and effectiveness of service desks, and evaluate training for consistency that meets the identified “role” of the desks – staff and students [Dave, Coord; PS, CoMa, TA teams] This goal is being carried over to 2006. Due to Dave’s absence, more efforts went into student employment training and SEWG developed library-wide checklist for all student workers (not just new students) . One success was to have all staff read and report on chapters of *Creating the Customer-Driven Library*.

Explore cross training of staff/students to evaluate effectiveness of improving services and service desks [Ron, Chris, SEWG] Lower level desk service integration was completed with students trained in both areas. This goal changed when Chris SM left, but Ron and Laura worked our arrangements to jointly supervise the lower level desk and service has been much better during this past year.

Student Employment [SEWG, Student supervisors]

Develop and improve training and utilize online training. Ron and Jacki worked with student employees to develop an online tutorial using Captivate software. An unanticipated outcome was that Jacki and Ron have developed expertise that they have shared with CLIC and ACM libraires.

Increase student and staff understanding of student employee guidelines/expectations and ensure they are uniform throughout the library and communicated early and repeated throughout the year. Guidelines for students were extensively re-written and now include a sign-off. Linkages were created from new guidelines to online training modules. Staff feedback was positive.

Make sure student employees understand mission of the library and their critical role in it. In addition to preparing new guidelines, students were involved in the development of a website and newsletter.

Revisit student job descriptions – manager assignments and payrate equitability. Job descriptions reviewed in time for spring jobfair.

Develop a student employment force that knows they work for the library, not a specific department. No action on this goal.

Additional Projects or Accomplishments for 2005

1. **Review of Collection Management Workflow by R2 Consulting.** This was a major undertaking that was not planned until after the departure of two staff members. The original review took place in August, with

a follow up report in September. The cooperation by the Collection Management team members led to a very successful relationship with our consultants. In addition to a report that identified several key strategies we could take within the library, we were able to identify how to make staffing adjustments within Collection Management that would allow us to reallocate one staff position to address some pressing needs in other areas of the library.

2. **Two Temporary Hires for 2005-06** We had two staff members leave at the end of the 2005 academic year. Conducting two searches in the summer would not have allowed us time to do the outside review, so we were able to obtain two part-time, temporary hires for 2005-06: .5 FTE archivist and a Collection Management librarian. Two permanent positions have been identified and searches were completed in February of 2006 with the new positions to begin June 1, 2006.
3. **Library participation in e-mail migration.** Angi, Beth, and Sara participated on the committee that identified the new email program. Elias was appointed coordinator, and most library staff participated on the Tiger Team and assisted in the process of setting up individual machines and providing instruction on new email package during the intensive summer migration.
4. **Migrated serials accounting records to Millennium and updated all budget reporting functions.**
5. **Conducted a week-long series of activities for National Library Week including a very successful Career Night featuring Macalester alums.**
6. **Every staff member attended ACRL 2005 in Minneapolis.** This is the biennial national conference and we were pleased that every single library staff member attended at least one session. We were also able to fund attendance by Jeanne Morales who was conducting a practicum during the Spring of 2005 in completion of her library degree.
7. **Most staff participated in the CLIC reorganization and overhaul.**
8. **Orientation Overhaul.** We implemented a series of changes in Orientation for First Year students including having multiple sessions being conducted simultaneously. (see attached summary.)
9. **All staff participated in reading *Creating the Customer Driven Library***

Attached Summaries:

1. Modules
2. Orientation
3. FILLYA

Information Services Modules for First Year Courses – Fall 2005 – Prepared by Beth Hillemann

We developed one “required” module (Library I) and 6 “optional” modules (including the two videos on Classroom Discussions and Oral Presentations. IS Orientation was considered a separate module covering computing and library basics. The break-down for the modules was as follows:

- Library I – all 31 courses participated; most in single sessions
 - 2 sessions for combined courses (joint History/Humanities & Cultural Studies class; combined Anthro/Soci)
 - 2 classes combined Library I and Intellectual Property
 - Intro to Psych received in lab, along with all Intro to Psych classes.
- Library II – 8 classes, more or less
 - 6 regular sessions
 - 1 combined with Intellectual Property
 - 1 “help” session (Sociology)
- Intellectual Property – 9 classes
 - 5 stand-alone sessions (one session with 2 courses)
 - 3 combined with Library I
 - 1 combined with Library II
- Managing Information – 1 class, but...
 - 1 stand-alone session
 - RefWorks became standard for Intellectual Property session
 - RefWorks included in some Library I and Library II sessions

In general the modules approach seems to have worked. Faculty used the web site and spoke with librarians about what was best for their courses. Modules were tailored to courses, depending on the needs of the class and the topics being covered.

Recommendations for next year:

- Tweak the modules (perhaps folding RefWorks in with Library II or Intellectual Property, or maybe Library I?). Instruction Working Group responsible for this.
- Put model assignments up on the web site to give inspiration to faculty looking for ideas.
- Collect statistics on use of videos.
- Spread out the teaching of the plagiarism module so it doesn’t all fall on Terri; faculty required to attend plagiarism session (strongly encouraged for all others).
- Encourage team teaching where feasible.

Information Services Orientation 2005 – Prepared by Beth Hillemann

We moved information that was previously covered in the IS first year course sessions into IS Orientation in an attempt to reach students at the first point of need. We held 5 labs in 5 locations, with 5-6 sessions per lab, and 16-18 students (expected) per session (more for the transfer student group). Topics covered included: the campus network, email/network accounts, Moodle, NetStorage, electronic reserves, the Library Web site, CLICnet, Lester, barcodes, and where to get help. 440 students came through the IS Orientation.

What did not work:

- Orientation Leaders did not always bring students to the session so some got lost on the way to the labs. Other students did not realize how important the session was and just didn’t show.
- Communication between the labs was dicey at best.
- Communication between the organizers and Campus Programs, while better than in previous years, was still a problem. In particular, we did not have a final schedule at Orientation and did not realize that each group had an individual schedule.

What worked:

- Students were able to get hands-on experience with the resources.
- Students appreciated the instruction and were engaged throughout.
- Students were able to get immediate help for account issues.
- Teaching was more evenly distributed.
- Automatic linking of barcodes worked.

Planned Improvements:

- Signage!
- Cell phone links between labs to ease communication
- Communicate problems with Campus Programs to ensure we have finalized schedules, and to make clear to Orientation Leaders their responsibilities.
- Squeeze out a bit more time to cover more things such as printing issues, where faculty might really place “reserve” readings, etc.
- Possibly use Captivate both for instruction and for review.
- Other changes pending decisions by ITS and Campus Programs.

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FYILLAA (First-Year Information Literacy in the Liberal Arts Assessment) Information Fluency Task Force Report- Feb. 2006 – Prepared by Jean Beccone

The FYILLAA survey is a web-based assessment tool to measure first-year students’ information literacy. It approaches information literacy holistically, to assess not only skills, but also attitudes and approaches to information sources. It grew out of a need for small liberal arts colleges to collaboratively assess the information literacy of incoming students. In January 2003, MITC (Midwest Instructional Technology Center) put out a call for collaboration on an online first-year information literacy assessment project. MITC is an organization associated with both the ACM and the GLCA. MITC awarded the grant in early 2004, to be headed by Carolyn Sanford, Assistant Librarian, Reference and Instruction, Gould Library, Carleton College, with MITC agreeing to handle the technological side of the project

The survey was developed by librarians, faculty, academic technologists and institutional research staff from Carleton, Grinnell, Macalester, St. Olaf, Lake Forest and the University of Chicago. It was piloted at Carleton, Grinnell and St. Olaf in spring 2005, and was administered to all incoming students at Macalester and seven other participating colleges in fall 2005.

The survey measures information literacy in five dimensions: (1) experience and engagement, (2) knowledge, (3) critical capacities, (4) attitudes and dispositions, and (5) epistemology. Each institution developed several unique local questions to be included for their students. The results will be used for multiple purposes: (1) to provide a benchmark against which to measure growth in information literacy as students move through their academic programs, (2) to provide data to be used in information literacy program design in the liberal arts curriculum, (3) to help faculty develop realistic expectations for first-year students’ research and prompt serious consideration and discussion of ways to teach information literacy in their courses, (4) to study information literacy and research habits of incoming students in four-year colleges and (5) to develop and test alternative methods of assessing information literacy.

The survey was administered at Macalester September 5 - September 15, 2005. 166 incoming Macalester students completed the survey (a 33.3% response rate). We have received files with preliminary results. Final analysis of the data is forthcoming. The results will produce baseline data and comparisons with peer institutions. The future use of the survey tool is still under discussion. . It will be modified if needed, and administered again in fall 2006 if results are found to be valid. If this survey tool does not continue in its current format, it can be used as a model to develop one that can be used at Macalester for each incoming class. The initial survey was distributed to collaborating ACM/GLCA colleges free of charge. A post survey evaluation will determine the sustainability of the survey and whether it can be offered as a free resource.